



Hillman Community Schools

Strategic Plan 2024-2027

Where Every Child Chooses Their Own Path





Hillman Community Schools

MISSION - Inspiring each student to reach their maximum potential through a collaborative, rigorous, and student-focused education.

VISION - Successful life-long learners who are ready for college, career, and life in an ever-changing world.

CORE VALUES

Achievement – We will reach our GOALS!

Commitment – We educate ALL students!

Excellence – We give OUR best!

Integrity – We do the RIGHT THING!



STEM in Action

Portrait of a Graduate

A Portrait of a Graduate is a set of attributes, skills, and qualities a school believes every student should possess when they walk across the stage at graduation.



Background

Strategic planning is a process in which an organization's leaders define their vision, with input from staff, students, families, and the community, for the future organization's goals and objectives. The process includes establishing the sequence in which those goals should be realized so that the organization can reach its stated vision.

Hillman Community Schools sought feedback from students, staff, administrators, the school board, and community members through an online survey and focus groups. Multiple Strategic Planning Committee meetings were held throughout the development of the plan to elicit input and feedback. The outcome of this planning process is documented in the strategic plan. HCS would like to thank the board, staff, students, and stakeholders for their support in developing our Strategic Plan.



Secondary Students Learn in the Community



Science Olympiad

STRATEGIC GOALS LEGEND

Each strategic goal begins with the “why” of the goal. Objectives and strategies to accomplish the goal follow the why.

Timeline:

The strategic plan follows the school year.

- Year 1 activities will be completed by June 30, 2025
- Year 2 activities will be completed by June 30, 2026
- Year 3 activities will be completed by June 30, 2027

Assigned To Acronyms:

- B = Board
- S = Superintendent
- HHS = Middle/High School Principal and/or staff
- HES = Elementary School Principal and/or staff
- HCS Admin = Superintendent/Administration/Department Leads
- TL = Team Lead
- AC = Athletic Coaches
- SL = Student Leaders
- C = Committee

Note:

The assignments listed below represent those ultimately responsible for the progress monitoring of tasks and reporting out of progress. However, these tasks will be accomplished through a team effort working collaboratively.

CULTURE

School culture is the way things are done in the school (the personality of a school), the underlying norms and values that shape patterns of behavior, attitudes, and expectations between stakeholders in the school.

A strong school culture is key to making schools successful both in academics and the social aspect for students and staff. Sometimes referred to as “the hidden curriculum,” the school culture means building strong emotional and social relationships that set students on their path to success.

GOAL: HCS will create a culture of learning for all District students and staff, that maintains and communicates a purpose and direction of high expectations, shared values, and beliefs by increasing the mean score on the strategic plan survey question, “Rank the quality of education at Hillman Community School,” from 7 to 8 by the end of the 2027 school year.

Objective/Strategies	Assigned to	Timeline	Status
<p>1. Utilize, with rigor, a school-based social and emotional instruction focusing on five core competency areas (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) across all grade levels.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify curriculum/needs to provide SEL support across the District. <input type="checkbox"/> Orient new staff at New Teacher Orientation on practices used in building SEL support. <input type="checkbox"/> Provide time in the Master Schedule for each grade level to devote to the introduction/mastering of SEL skills. <input type="checkbox"/> Maximize AMAESD SEL support <input type="checkbox"/> Build relationships with local and regional mental health organizations to support students and staff. <input type="checkbox"/> Maintain relationships with local and regional mental health organizations to support students and staff. <input type="checkbox"/> Fund key individuals to support Nursing, Behavioral Health, School Success, etc. across the District. <p>2. Ensure coherent District practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define priority/essential standards and develop common rubrics. 	<p style="text-align: center;">C</p> <p style="text-align: center;">TL</p> <p style="text-align: center;">HHS/HES</p> <p style="text-align: center;">HCS ADM HCS ADM</p> <p style="text-align: center;">HCS ADM/B</p> <p style="text-align: center;">HCS ADM/B</p> <p style="text-align: center;">HCS Adm/C</p>	<p style="text-align: center;">Year 1</p> <p style="text-align: center;">Year 1-3</p> <p style="text-align: center;">Year 2-3</p> <p style="text-align: center;">Year 1-3 Year 1</p> <p style="text-align: center;">Year 2-3</p> <p style="text-align: center;">Year 1-3</p> <p style="text-align: center;">Year 1-2</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Use pre-post assessments in core subjects at all levels to measure student growth. <input type="checkbox"/> Ensure consistent curriculum standards that support K-12 alignment and transition into the next level. <input type="checkbox"/> Implement grading practices that support the transition to the next level. <input type="checkbox"/> Introduce high-yield strategies. <input type="checkbox"/> Reinforce high-yield strategies. <input type="checkbox"/> Master high-yield strategies. 	<p>HCS Adm/C</p> <p>HCS Adm/C</p> <p>HCS Adm/C</p> <p>HCS Adm/C HCS Adm/C HCS Adm/C</p>	<p>Year 2-3</p> <p>Year 2-3</p> <p>Year 2-3</p> <p>Year 1 Year 2 Year 3</p>	
<p>3. MTSS teams will examine data and make decisions about supports and interventions to help students get back on track and succeed as needed. (The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.)</p>			
<ul style="list-style-type: none"> <input type="checkbox"/> Monthly meetings will be used to review data and create/monitor plans. <input type="checkbox"/> Teams will be established with a variety of stakeholders to allow for varying viewpoints of support. <input type="checkbox"/> Maximize AMAESD Tier 2 and 3 supports <input type="checkbox"/> Revisit EWIMS (Early Warning Intervention and Monitoring System). Build and test new systems if needed. <input type="checkbox"/> Utilize EWIMS (Early Warning Intervention and Monitoring System) as an ongoing cycle of examining data and making decisions about supports and interventions to help students get back on track and succeed. <input type="checkbox"/> Early Warning Indicators will strengthen teamwork and support. 	<p>C</p> <p>C</p> <p>C C</p> <p>C</p> <p>C</p>	<p>Year 1-3</p> <p>Year 1-3</p> <p>Year 1-3 Year 1</p> <p>Year 2-3</p> <p>Year 2-3</p>	
<p>4. Yearly cultural growth reflections will be conducted at the end of the school year.</p>	<p>C</p>	<p>Year 1</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Plan process for staff annual input. <input type="checkbox"/> Provide time for staff reflection and input on progress. 	C	Year 1-3	
<p>5. Schedule intentional "Feedback Loops" to inform adjustments and tweaks to strategies to create an environment where students, staff, families, and stakeholders feel their voices are heard.</p>	C	Year 1-3	
<ul style="list-style-type: none"> <input type="checkbox"/> Staff: Staff will share feedback with the administration through PLC/Committee work and a representative will provide feedback to the board on a rotating schedule throughout the year. 	C		
<ul style="list-style-type: none"> <input type="checkbox"/> Students: NHS and/or Student Advisory Council groups will meet with the superintendent a minimum of twice per year to provide input and feedback on the strategic plan. 	SL		
<ul style="list-style-type: none"> <input type="checkbox"/> Families: A parent survey will be conducted yearly to provide two-way communication and allow for feedback on the strategic plan. 	C		
<ul style="list-style-type: none"> <input type="checkbox"/> Community/Stakeholders: Stakeholder surveys will be conducted yearly to share feedback on the strategic plan. 	C		
<ul style="list-style-type: none"> <input type="checkbox"/> Board: As committees present strategic plan implementation updates to the Board from October through June, the Board will provide feedback. 	C/B		

Elementary Students Choose Books



Proud Parents at Homecoming Game



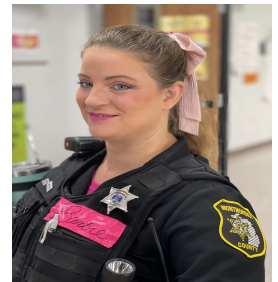
Early College Students



SAFETY

Thoughtful and thorough emergency planning and preparation are critical actions schools can take to stop an emergency event from happening or reduce the impact of an incident that does occur. A positive school climate is an essential approach to promoting school safety. Ensuring the safety of all students must begin with creating a learning environment free from violence and distractions. Teaming and data-based problem-solving are crucial to promoting school safety and preventing school violence. Greater attention must be given to meeting the unique behavioral needs of all of those within the school environment. A set of processes and practices that foster a safe and supportive learning environment, such as early identification, threat assessments, and mental health interventions, must be in place to get increased support to those in need. Student health and well-being must be prioritized and school practices continually improved to ensure that all feel secure and safe at school. The well-being of school resource and safety officers must also be a priority given the role they play in promoting a safe and supportive learning environment.

GOAL: HCS will ensure a safe and secure environment for all District students, staff, and visitors by increasing 80% or more safety measures outlined in the Comprehensive School Safety Plan (CSSP) to a gauge of 90 degrees or higher by the end of the 2027 school year. Achieving these targets aligns with the stakeholder survey where respondents greatly agreed or moderately agreed on the importance of having a school learning environment that is safe and secure with up-to-date facilities.



Objective/Strategies	Assigned to	Timeline	Status
<p>1. Create an Emergency Operation Plan (EOP) with input from all stakeholders for practices at HCS.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with ACAP Solutions to support the development of the EOP that aligns with state requirements. <input type="checkbox"/> Identify key stakeholders for input on the EOP. <input type="checkbox"/> Establish opportunities for input and review of the EOP. <input type="checkbox"/> Develop a process to review EOP annually with the Board of Education and Stakeholders. <input type="checkbox"/> Publish EOP on District Website. <input type="checkbox"/> Conduct an Infrastructure Audit. <input type="checkbox"/> Share outcomes from Infrastructure Audit with the Board and Stakeholders. 	<p style="text-align: center;">S</p> <p style="text-align: center;">S/HHS/HES</p> <p style="text-align: center;">S</p> <p style="text-align: center;">S</p> <p style="text-align: center;">S</p> <p style="text-align: center;">S</p> <p style="text-align: center;">S</p> <p style="text-align: center;">S</p>	<p style="text-align: center;">Year 1</p> <p style="text-align: center;">Year 1</p> <p style="text-align: center;">Year 1-3</p> <p style="text-align: center;">Year 2-3</p> <p style="text-align: center;">Year 2-3</p> <p style="text-align: center;">Year 2-3</p> <p style="text-align: center;">Year 3</p>	

<p>2. Maintain a Security Infrastructure that allows for flexibility based on best practices.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand safety drills to include non-announced drills during a variety of times throughout the day. <input type="checkbox"/> Re-hire ACAP Solutions to repeat the safety audit during the 2026-2027 school year to measure progress. 	S/HHS/HES	Year 1-3	
<p>3. Upgrade safety technology and tools.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Budget for safety, technology, and tools expansion. <input type="checkbox"/> Report findings from Infrastructure Audit with the Board and Stakeholders. 	S/B	Year 3	
<p>4. Schedule intentional "Feedback Loops" to inform adjustments and tweaks to strategies to create an environment where students, staff, families, and stakeholders feel their voices are heard</p>	S	Year 1-3	
<ul style="list-style-type: none"> <input type="checkbox"/> Staff: Staff will share feedback with the administration through PLC/Committee work and a representative will provide feedback to the board on a rotating schedule throughout the year. 	S	Year 2-3	
<ul style="list-style-type: none"> <input type="checkbox"/> Staff: Staff will share feedback with the administration through PLC/Committee work and a representative will provide feedback to the board on a rotating schedule throughout the year. 	HCS ADM/TL	Year 1-3	
<ul style="list-style-type: none"> <input type="checkbox"/> Students: NHS and/or Student Advisory Council groups will meet with the superintendent a minimum of twice per year to provide input and feedback on the strategic plan. 	SL		
<ul style="list-style-type: none"> <input type="checkbox"/> Families: A parent survey will be conducted yearly to provide two-way communication and allow for feedback on the strategic plan. 	C/HHS/HES		
<ul style="list-style-type: none"> <input type="checkbox"/> Community/Stakeholders: Stakeholder surveys will be conducted yearly to share feedback on the strategic plan. 	C		
<ul style="list-style-type: none"> <input type="checkbox"/> Board: As committees present strategic plan implementation updates to the Board from October through June, the Board will provide feedback. 	C/B		

DIFFERENTIATED OPPORTUNITIES FOR STUDENTS AND STAFF

The educational industry is constantly discussing [ways educators can teach](#) their students more effectively. While many go back and forth on the pros and cons of a traditional vs non-traditional education, the truth is that some students require different teaching methods. The student-centered approach to learning is one method that educators are incorporating into their curriculum in some form or another.

[Student-centered learning](#) (SCL) is a teaching method that focuses on creating connections with students’ interests and the things they learn in school. The ultimate goal is to make the educational process more meaningful to students. The best way to do that is by framing lessons in terms of their interests; thus encouraging them to engage more in the material and therefore learn better.

The shift toward giving students more decision-making roles can look very different. But generally, they’ll all have similar characteristics such as [more activities](#), small groups, discussions, and more student-led. (KAAN, Adaptive Classroom, KAGAN, AVID, etc.).

GOAL: HCS will increase the student-centered approach for all students through choice and differentiated opportunities as measured in student proficiency or 10% growth on proficiency measures as indicators via pre/post-test and/or NWEA by the end of the 2027 school year.

Objective/Strategies	Assigned to	Timeline	Status
<p>1. Utilize Adaptive Schools Seminars/KAGAN training and resources to develop the collective identity and capacity of organization members as collaborators, inquirers, and leaders.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administration and Team Leads will participate in training and make a plan to use the “train the trainer” strategy to bring information back to all staff in the District. <input type="checkbox"/> Staff will identify curriculum strategies to be used in K-12. <input type="checkbox"/> Instructional Coaches will support the implementation of strategies/structures K-8. 	HCSADM/HH S/HES	Year 1	
	HES/HHS	Year 2-3	
	HES/HHS/C	Year 1-3	
<p>2. Establish a test coaching program(s)—with the goal of increasing student scores on college entrance tests, and district assessments, (GED when applicable).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Familiarize students with the format of the test. <input type="checkbox"/> Introduce general test-taking strategies (e.g., get a good night’s sleep). 	HES/HHS/C	Year 1-3	
	HES/HHS/C	Year 1-3	

<ul style="list-style-type: none"> <input type="checkbox"/> Introduce specific test-taking strategies (e.g., whether the test penalizes incorrect answers, and what this means for whether or not one should guess an answer if it is not known). <input type="checkbox"/> Provide specific drills (e.g., practice factoring polynomial expressions). 	HES/HHS/C	Year 1-3	
<p>3. Increase participation in Dual-Enrollment/Workplace Learning Opportunities in grades 11-12.</p>	HES/HHS/C	Year 1-3	
<ul style="list-style-type: none"> <input type="checkbox"/> Identify the process for FTE and Audit Data Collection. 	HHS	Year 1	
<ul style="list-style-type: none"> <input type="checkbox"/> Create a master schedule that offers flexibility for student participation. 	HHS	Year 2-3	
<ul style="list-style-type: none"> <input type="checkbox"/> Identify and train an Instructional Coach in the area of Workplace Learning. 	HHS	Year 1	
<ul style="list-style-type: none"> <input type="checkbox"/> Identify local community stakeholders to support learning experiences. 	HHS	Year 1	
<ul style="list-style-type: none"> <input type="checkbox"/> Identify the process for record keeping. 	HHS	Year 1	
<p>4. Expand/create elective, specialized, or advanced courses that cater to student interests and strengths.</p>			
<ul style="list-style-type: none"> <input type="checkbox"/> Create a Master Schedule that allows for opportunities for students and staff to immerse themselves in varied learning opportunities. 	HES/HHS	Year 1-3	
<ul style="list-style-type: none"> <input type="checkbox"/> Identify and implement opportunities outside the regular school time/calendar to provide opportunities for students to revisit missed concepts, expand on strengths and/or explore topics of interest. 	HES/HHS	Year 1-3	
<ul style="list-style-type: none"> <input type="checkbox"/> Provide time for staff to collaborate, gather resources, and identify standards to teach, re-teach, and/or expound upon. 	HES/HHS	Year 1-3	
<ul style="list-style-type: none"> <input type="checkbox"/> Provide support for students needing academic, social, and emotional support after the traditional day. 	HES/HHS	Year 1-3	

<p>5. Engage students as partners in their own learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create robust feedback loops that allow students to voice their needs, preferences, and ideas for new learning opportunities as part of the Curriculum Committee. <input type="checkbox"/> Co-create schedule options with staff. <input type="checkbox"/> Co-create schedules with students. <p>6. Schedule intentional "Feedback Loops" to inform adjustments and tweaks to strategies to create an environment where students, staff, families, and stakeholders feel their voices are heard</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff: Staff will share feedback with the administration through PLC/Committee work and a representative will provide feedback to the board on a rotating schedule throughout the year. <input type="checkbox"/> Students: NHS and/or Student Advisory Council groups will meet with the superintendent a minimum of twice per year to provide input and feedback on the strategic plan. <input type="checkbox"/> Families: A parent survey will be conducted yearly to provide two-way communication and allow for feedback on the strategic plan. <input type="checkbox"/> Community/Stakeholders: Stakeholder surveys will be conducted yearly to share feedback on the strategic plan. <input type="checkbox"/> Board: As committees present strategic plan implementation updates to the Board from October through June, the Board will provide feedback. 	<p>HES/HHS</p> <p>HES/HHS HES/HHS</p> <p>HES/HHS/C</p> <p>SL/S</p> <p>HHS/HES/C</p> <p>HES/HHS/C</p> <p>C/B</p>	<p>Year 1</p> <p>Year 1-3 Year 1-3</p> <p>Year 1-3</p>	
--	---	--	--



Learning on our own...
...or Learning Together!





Achievement: We will reach **OUR Goals!**

A thing done successfully, typically by effort, courage, or skill.

Excellence: We do **OUR Best!**

The quality of being outstanding or extremely good.

Integrity: We do the **RIGHT THING!**

The quality of being honest and having strong moral principles; moral uprightness.

Commitment: We Educate **ALL Students!**

The state or quality of being dedicated to a cause, activity, etc.